

FEMINIST DIALOGUES ON TECHNOLOGY 2013

A Distributed Open Collaborative Course (DOCC)

<http://femtechnet.org>

<https://www.facebook.com/groups/femtechDOCCSpring2013>

<https://www.facebook.com/pages/San-Antonio-femtechnet-taller-Dialogues-on-Feminism-Technology/1407936279418801>

<https://www.facebook.com/groups/134209286750158/>

@DOCC2013; hashtag: #DOCC2013

PIT MS 134, Fall 2013, Thursdays 9-11:50
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Office Hours: Thursdays 2:45-4:15
and by email appt: alexandra_juhasz@pitzer.edu

In this course, we'll be exploring how gender and technology have defined and redefined each other. The course introduces students to key issues in Feminism and Technology within the context of American Culture, Globalization, and Media Studies.

The course is built upon collaborations between students and professors at 18 nodal Institutions in the US and Canada.

It is part of a larger project, so Fall 2013 students will participate in ongoing collaborations in feminism, technology, video, art and craft. Some of the best projects will be showcased worldwide in online portals and offline in feminism and technology related exhibits.

Thursday, Sept 5: **Feminist Dialogues on Technology**

View in class

Keyword videos by Beta Students, Spring 2013 (Pitzer, BGSU, UCSD) and other course resources from Pitzer Beta class: <http://femtechnet.newschoo.edu/key-learning-projects> and <http://femtechnet.newschoo.edu/student-projects/>

Thursday, Sept 12: **TechnoFeminism**

Required Reading

TechnoFeminism, Wajcman, Intro, 1-2

Heidegger: The Question Concerning Technology

http://lmc.gatech.edu/~xinwei/classes/readings/Heidegger/heidegger_techquestion2.pdf

Assignment 1 Due: In groups respond to one of the Beta videos

(September 15 DaCosta event at Laguna Museum, Donna Haraway and Catherine Lord discuss "Dying for the Other")

Sept 19: **WikiFeminism: Jade Ulrich and Adrienne Wadewitz**

Watch Adrienne Wadewitz video; in-class Wiki session with Jade

Zotero:

http://cyberhouse.arted.psu.edu/DOCC/projects/1_CREATEknowledges.html

http://www.zotero.org/support/getting_stuff_into_your_library

Lisa Nakamura Sept 24, lecture

In-class: create questions for Lisa Nakamura who will be speaking at 4:00 with Atherton dinner at 5:45

Sept 26: **LABOR: Judy Wacjman and Anne Balsamo**

Wacjman: **TechnoFeminism** Chapters 3-5

Balsamo: <http://www.designingculture.org/release-0711/AcademicAbout.html>

October 3: **SEXUALITIES: Faith Wilding and Julie Levin Russo**

Faith Wilding: "Becoming Autonomous," *Technics of Cyber-Feminism*, Ed. Claudia Reiche and Andrea Sick; and "Where is Feminism in Cyberfeminism" *Feminist Art Theory*. Ed. Hillary Robinson. Blackwell: UK, 2001.

Julie Levin Russo:

http://c.ycdn.com/sites/www.cmstudies.org/resource/resmgr/in_focus_archive/in_focus_48.4.pdf

Oct 10: **RACE: Maria Fernandez and Lisa Nakamura**, Via Social Book by Students in Digital Pedagogies, Spring 2013, <http://docc.usc.edu/>

Genevieve Carpio, Priscilla Leiva, Vanessa Monterosa, Mary Traester, Jessica Lipman

Required Reading

Maria Fernandez: 2003. "Cyberfeminism, Racism, Embodiment." In *Domain Errors!* eds. Maria Fernandez, Faith Wilding, and Michelle M. Wright. Brooklyn, N.Y.: Autonomedia. http://refugia.net/domainerrors/DE1b_cyber.pdf

Lisa Nakamura: "It's a Nigger in Here! Kill the Nigger!": User-Generated Media Campaigns Against Racism, Sexism, and Homophobia in Digital Games." *The International Encyclopedia of Media Studies*, edited by Angharad Valdivia (Blackwell: forthcoming).

Oct 17: **DIFFERENCE: Shu Lea Cheang and Kim Sawchuk**

Shu Lea Cheang: <http://www.compostingthenet.net>; <http://babywork.biz>;
<http://www.u-k-i.co/>

Kim Sawchuk: "Sampling the Wireless Spectrum: the politics, poetics and practices of mobile media," eds. Barbara Crow, Michael Longford, Kim Sawchuk (Toronto: University of Toronto Press, 2010)

OCT 24: **BODIES:** Alondra Nelson and Jessie Daniels

Required Reading

Jessie Daniels: Rethinking Cyberfeminism(s): Race, Gender, and Embodiment, *Women's Studies Quarterly* 37: 1 & 2, Spring/Summer 2009.
<http://muse.jhu.edu/journals/wsq/v037/37.1-2.daniels.html>

Alondra Nelson: "Future Texts," Alondra Nelson, *Social Text*, 71: 20 (Summer 2002).

Oct 31: **MACHINES:** Wendy Chun and Kelly Dobson

Wendy Chun: Chapter 1, *Programmed Visions* (Cambridge, MA: The MIT Press, 2011).

Kelly Dobson: <http://web.media.mit.edu/~monster/>

2nd Video Due: Mid Term: make a keyword video in collaboration with a student at Cal State San Luis Obispo or Fullerton; you also need to interact with someone from this group in one (or more) of three ways: peer-review concept for video, peer-review draft of video; provide intelligent, productive commentary on completed video.

Nov 7: **SYSTEMS**

Required Reading

Brenda Laurel: "Design from the Heart," in *Women, Art and Technology*, Judy Malloy, ed., MIT Press, 2003.

Janet Murray: "[Toward a Cultural Theory of Gaming](#): Digital Games and the Co-Evolution of Media, Mind, and Culture," *Popular Communication*, 4(3), 185-202, 2006.

Katherine Gibson: "The End of Capitalism (As We Knew It): A feminist critique of political economy." Oxford: Blackwell, *Progress in Human Geography*, 11,

2010.

Nov 14: **PLACE: LiveStream Sharon Irish & Radhika Gajjala**
(also MCSI 11.15 event!)

Sharon Irish: *Suzanne Lacy: Spaces Between*

Radhika Gajjala: "Snapshots from sari trails: cyborgs old and new"

Mona Hartoum: <http://bombsite.com/issues/63/articles/2130>

<https://www.youtube.com/watch?v=5JEtC2UU5ak>

<https://www.youtube.com/watch?v=dOvzOBMHc0s>

whitecube.com/exhibitions/mona_hatoum_bunker_masons_yard_2011/

Nov 21: **ARCHIVE: Lynn Hershman & Ruby Rich**

Required Reading

Lynn Hershmann: *!Women Art Revolution: A (Formerly) Secret History* (2011):
womenartrevolution.com.

"Introduction," Lynn Hershmann, ed., *Clicking In, Hot Links to a Digital Culture*.
Seattle: Bay Press, 1996.

Ruby Rich: selections from *New Queer Cinema: The Director's Cut*

THANKSGIVING

Dec 5: **TRANSFORMATION:** Via Social Book and Virginia Kuhn's Grad Students:
<http://scalar.usc.edu/anvc/feminist-anti-mooc/instructions>, by Lipman and Traester

Required Reading

Donna Haraway: "A Cyborg Manifesto: Science, Technology and Socialist-Feminism,"

Catherine Lord: "June 2001 (Looking Backward: Confessions of Her Baldness)," in *Summer of Her Baldness*, University of Texas Press, 2004.

Beatriz Da Costa: Introduction (with Kavita Philip) and "reaching the Limit: When Art Becomes Science," in *Tactical Biopolitics: Art, Activism and Technoscience* (MIT: 2010).

All Wiki Work Due

Dec 12: **Craft/Gift Exchange!**

ORGANIZATIONAL STUFF

Attendance and Participation: I believe that participation is a vital aspect of the class. I expect you to come prepared and to contribute to class discussions: both on and offline.

Required Reading: All reading is due before class. Come to class prepared to discuss it. There is one required book at Huntley, it is also available at Honnold on reserve. The rest of the articles will be available on Sakai or online.

TechnoFeminism, Wacjman

Course Work:

There are four assignments: See Commons for Objectives, Examples of Previous Student Work, Learning Outcomes, Grading Rubrics:

<http://femtechnet.newschool.edu/key-learning-projects/>

1. Wiki Work: 30% with Jade Ulrich
2. Keyword Videos (2): 30% with Pitzer class; with Fullerton or CSUSLO
3. Craft Projects: 30%
4. Participation: 10%

Learning Outcomes

Students are asked to investigate, connect, write, present, participate, and lead proficiently. From these overall learning outcomes, you will meet the specific objectives of this course detailed below.

- Investigate the interplay of technology and everyday materiality, and its relationship with American culture and Globalization. Become critical consumers of media and sensitive and articulate global communicators, with an awareness of how intersections of race, gender, class and culture shape the use and production of technologies worldwide.
- Connect theory and practice of feminism along the key themes presented in this class.
- Learn to edit Wikipedia and understand the culture of the Wikipedia in relation to gendered hierarchies. Thus you will acquire hands-on applied skills.
- Learn to make keyword videos using easily available digital tools (or apps) of your choice. Once again learning hands-on applied skills through doing class work.
- Virtually present your written work and ideas. Learn to work in virtual collaborative teams..
- Participate actively and with sophistication in class through the use of social media and other online tools.
- Lead discussions through online communication with your peers.